



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12171565  
District: MSAD 23  
School: Caravel Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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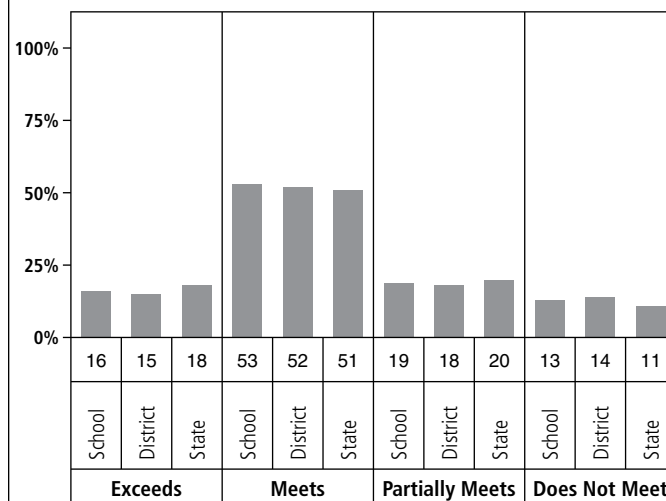
# SUMMARY OF SCORES

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

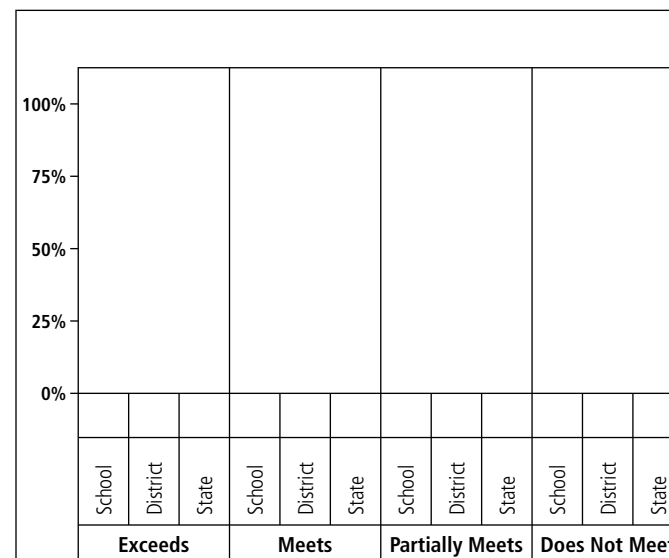
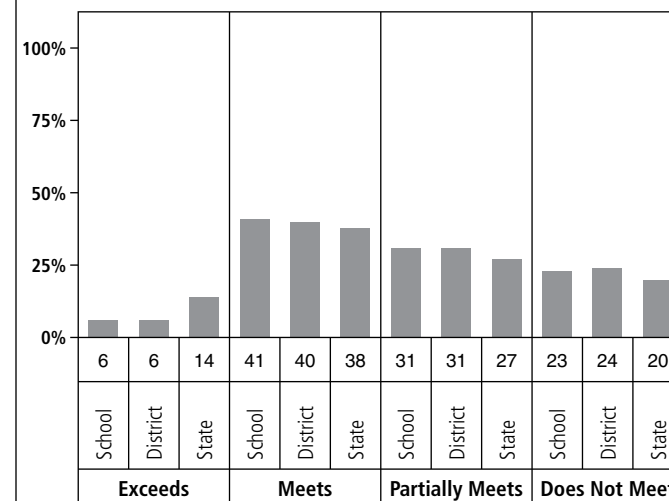
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	739 <b>748</b> 744	739 <b>747</b> 743	745 <b>748</b> 746
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	732 <b>739</b> 736	732 <b>738</b> 735	740 <b>742</b> 741

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		75	100	76	100	15234	100	73	99	74	99	15076	99	74	99	75	99	15071	99												
Ethnicity African American		1	1	1	1	356	2	1	100	1	100	348	98	1	100	1	100	348	98												
American Indian/Native Alaskan		0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
Asian/Pacific Islander		0	0	0	0	182	1	0	0	0	0	179	99	0	0	0	0	179	99												
Hispanic		0	0	0	0	138	1	0	0	0	0	133	98	0	0	0	0	133	98												
White		74	99	75	99	14440	95	72	99	73	99	14303	99	73	99	74	99	14299	99												
Not Reported		0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		9	12	10	13	2525	17	9	100	10	100	2469	98	9	100	10	100	2465	98												
Current LEP		0	0	0	0	277	2	0	0	0	0	269	99	0	0	0	0	270	99												
Economically disadvantaged		20	27	20	26	5501	36	19	95	19	95	5424	99	19	95	19	95	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	64	85	64	84	12557	82	65	87	65	86	12580	83						
Identified disability (PET/IEP)	0	0	0	0	424	3	0	0	0	0	448	4						
LEP	0	0	0	0	128	1	0	0	0	0	130	1						
504 plan	2	3	2	3	160	1	2	3	2	3	161	1						
<b>Participation with accommodations</b>	6	8	7	9	2298	15	6	8	7	9	2282	15						
Identified disability (PET/IEP)	6	100	7	100	1845	80	6	100	7	100	1817	80						
LEP	0	0	0	0	122	5	0	0	0	0	133	6						
504 plan	0	0	0	0	54	2	0	0	0	0	53	2						
Other	0	0	0	0	296	13	0	0	0	0	298	13						
<b>Participation through alternate assessment (PAAP)</b>	3	4	3	4	209	1	3	4	3	4	209	1						
Identified disability (PET/IEP)	3	100	3	100	200	96	3	100	3	100	200	96						
LEP	0	0	0	0	7	3	0	0	0	0	7	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	12	0												
<b>Approved non-participation – special consideration</b>	1	1	1	1	30	0	0	0	0	0	30	0						
<b>Non-participation – other</b>	1	1	1	1	128	1	1	1	1	1	133	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 <b>2006-2007</b> Cum. Avg.	4 <b>11</b> 8	6 <b>16</b> 11	4 <b>11</b> 8	6 <b>15</b> 11	1769 <b>2630</b> 2200	11 <b>18</b> 15
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 <b>2006-2007</b> Cum. Avg.	22 <b>37</b> 30	32 <b>53</b> 42	22 <b>37</b> 30	32 <b>52</b> 42	7521 <b>7605</b> 7563	49 <b>51</b> 50
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 <b>2006-2007</b> Cum. Avg.	28 <b>13</b> 21	41 <b>19</b> 30	28 <b>13</b> 21	41 <b>18</b> 29	3773 <b>3000</b> 3387	24 <b>20</b> 22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 <b>2006-2007</b> Cum. Avg.	15 <b>9</b> 12	22 <b>13</b> 17	15 <b>10</b> 13	22 <b>14</b> 18	2399 <b>1620</b> 2010	16 <b>11</b> 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.7	63.8	35.4	63.2	36.0	64.3
<b>Literary Text</b>	<b>24</b>	<b>43</b>	15.4	64.2	15.3	63.8	15.4	64.2
<b>Informational Text</b>	<b>32</b>	<b>57</b>	20.3	63.4	20.1	62.8	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: MSAD 23  
 School: Caravel Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	70	11	16	37	53	13	19	9	13	748	71	15	52	18	14	747	14855	18	51	20	11	748
<b>Ethnicity</b>																						
African American	1										1						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	0										0						175	25	46	17	12	750
Hispanic	0										0						126	17	43	22	18	745
White	69	11	16	37	54	12	17	9	13	748	70	16	53	17	14	747	14106	18	52	20	10	749
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	1	17	4	67	726	7	0	14	14	71	724	2269	2	25	34	39	734
No	64	11	17	36	56	12	19	5	8	750	64	17	56	19	8	750	12586	20	56	18	6	751
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						246	3	29	28	40	733
<b>Economically disadvantaged</b>																						
Yes	18	3	17	6	33	5	28	4	22	744	18	17	33	28	22	744	5279	9	46	27	18	743
No	52	8	15	31	60	8	15	5	10	749	53	15	58	15	11	748	9576	23	54	16	7	751
<b>Migrant</b>																						
Yes	0										0						10	10	50	10	30	743
No	70	11	16	37	53	13	19	9	13	748	71	15	52	18	14	747	14845	18	51	20	11	748
<b>Gender</b>																						
Female	31	9	29	14	45	5	16	3	10	752	31	29	45	16	10	752	7214	24	52	17	7	751
Male	39	2	5	23	59	8	21	6	15	744	40	5	58	20	18	744	7640	12	51	23	14	745
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	1	11	4	44	4	44	731	9	0	11	44	44	731	919	7	39	34	20	741
No	61	11	18	36	59	9	15	5	8	750	62	18	58	15	10	749	13936	18	52	19	10	749
<b>Gifted/talented program</b>																						
Yes	0										0						522	62	36	2	0	764
No	70	11	16	37	53	13	19	9	13	748	71	15	52	18	14	747	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	748	1	0	100	0	0	748	6	8	39	25	27	740
B. less than one hour	40	4	14	16	57	4	14	4	14	749	39	14	57	14	14	749	49	17	51	21	11	748
C. one to two hours	47	4	12	19	58	5	15	5	15	746	48	12	56	15	18	745	40	20	54	18	7	751
D. more than two hours	11	3	38	1	13	4	50	0	0	749	11	38	13	50	0	749	5	17	46	22	14	747
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	40	5	18	15	54	6	21	2	7	749	39	18	54	21	7	749	35	24	56	14	6	752
B. They match some of what I have learned.	46	4	13	17	53	6	19	5	16	747	45	13	53	19	16	747	51	16	52	22	10	748
C. They match just a little of what I have learned.	13	2	22	4	44	1	11	2	22	745	14	20	40	10	30	742	11	10	42	27	22	742
D. There is no match.	1	0	0	1	100	0	0	0	0	748	1	0	100	0	0	748	3	6	29	30	35	736
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	34	6	25	15	63	3	13	0	0	754	35	24	60	12	4	753	27	33	52	10	5	755
B. good	53	5	14	19	51	7	19	6	16	746	52	14	51	19	16	746	52	15	55	21	9	748
C. fair	13	0	0	3	33	3	33	3	33	736	13	0	33	33	33	736	19	4	43	32	21	741
D. poor	0										0						2	3	31	34	32	735
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	11	1	13	2	25	1	13	4	50	738	11	13	25	13	50	738	15	12	43	23	22	743
B. about the same as my regular schoolwork	56	7	18	19	49	9	23	4	10	747	56	18	48	23	13	747	64	18	53	20	9	749
C. easier than my regular schoolwork	33	3	13	16	70	3	13	1	4	752	32	13	70	13	4	752	21	20	53	19	8	750
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	3	0	0	1	50	1	50	0	0	744	4	0	33	33	33	734	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	53	4	11	17	46	9	24	7	19	743	52	11	46	24	19	743	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	44	7	23	19	61	3	10	2	6	753	44	23	61	10	6	753	40	26	56	13	5	753
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	66	9	20	26	57	8	17	3	7	751	65	20	57	17	7	751	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	31	2	9	11	50	4	18	5	23	743	32	9	48	17	26	742	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	1	50	1	50	729	3	0	0	50	50	729	4	6	40	25	28	740
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	3	27	7	64	1	9	0	0	752	15	27	64	9	0	752	17	25	53	13	8	752
B. 20 minutes to an hour	34	5	21	16	67	3	13	0	0	754	35	20	64	12	4	752	45	21	53	18	8	751
C. less than 20 minutes	16	1	9	5	45	1	9	4	36	739	15	9	45	9	36	739	14	16	50	21	13	747
D. I rarely read at home.	34	2	8	9	38	8	33	5	21	743	34	8	38	33	21	743	24	7	48	28	17	743
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	1	1	1	1	1646	11
	<b>2006-2007</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>2142</b>	<b>14</b>
	Cum. Avg.	3	4	3	4	1894	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	18	26	18	26	5497	36
	<b>2006-2007</b>	<b>29</b>	<b>41</b>	<b>29</b>	<b>40</b>	<b>5642</b>	<b>38</b>
	Cum. Avg.	24	33	24	33	5570	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	25	36	25	36	4514	29
	<b>2006-2007</b>	<b>22</b>	<b>31</b>	<b>22</b>	<b>31</b>	<b>4077</b>	<b>27</b>
	Cum. Avg.	24	33	24	33	4296	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	25	36	25	36	3797	25
	<b>2006-2007</b>	<b>16</b>	<b>23</b>	<b>17</b>	<b>24</b>	<b>3001</b>	<b>20</b>
	Cum. Avg.	21	29	21	29	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.0	43.8	6.9	43.1	7.5	46.9
Cluster 2: Shape and Size	14	25	7.8	55.7	7.7	55.0	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0	3.6	45.0	3.9	48.8
Cluster 4: Patterns	18	32	8.0	44.4	7.9	43.9	9.4	52.2

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: MSAD 23  
 School: Caravel Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	71	4	6	29	41	22	31	16	23	739	72	6	40	31	24	738	14862	14	38	27	20	742
<b>Ethnicity</b>																						
African American	1										1						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	0										0						177	26	42	16	15	748
Hispanic	0										0						129	12	26	33	28	737
White	70	4	6	29	41	22	31	15	21	739	71	6	41	31	23	739	14102	15	38	28	19	742
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	0	0	6	100	712	7	0	0	0	100	710	2265	3	14	27	56	725
No	65	4	6	29	45	22	34	10	15	741	65	6	45	34	15	741	12597	17	42	27	14	745
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										0						249	6	24	19	51	728
<b>Economically disadvantaged</b>																						
Yes	18	0	0	3	17	9	50	6	33	731	18	0	17	50	33	731	5282	6	30	31	32	735
No	53	4	8	26	49	13	25	10	19	741	54	7	48	24	20	741	9580	19	42	25	14	746
<b>Migrant</b>																						
Yes	0										0						10	0	50	20	30	734
No	71	4	6	29	41	22	31	16	23	739	72	6	40	31	24	738	14852	14	38	27	20	742
<b>Gender</b>																						
Female	31	1	3	13	42	9	29	8	26	736	31	3	42	29	26	736	7225	14	38	28	20	742
Male	40	3	8	16	40	13	33	8	20	741	41	7	39	32	22	740	7636	15	37	27	21	742
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	1	10	4	40	5	50	725	10	0	10	40	50	725	921	5	22	35	37	732
No	61	4	7	28	46	18	30	11	18	741	62	6	45	29	19	740	13941	15	39	27	19	743
<b>Gifted/talented program</b>																						
Yes	0										0						522	68	29	3	0	765
No	71	4	6	29	41	22	31	16	23	739	72	6	40	31	24	738	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 7  
District: MSAD 23  
School: Caravel Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	0	0	1	100	0	0	734	1	0	0	100	0	734	6	8	26	29	37	733
B. less than one hour	39	2	7	11	39	8	29	7	25	738	39	7	39	29	25	738	49	14	38	27	20	742
C. one to two hours	48	1	3	15	44	10	29	8	24	738	49	3	43	29	26	737	40	16	40	28	16	744
D. more than two hours	11	1	13	3	38	3	38	1	13	746	11	13	38	38	13	746	5	14	34	26	26	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	2	8	10	42	6	25	6	25	739	33	8	42	25	25	739	29	24	40	22	14	747
B. They match some of what I have learned.	56	1	3	17	43	14	35	8	20	739	56	3	43	35	20	739	51	12	41	29	18	742
C. They match just a little of what I have learned.	10	1	14	2	29	2	29	2	29	739	11	13	25	25	38	734	17	6	32	32	29	736
D. There is no match.	0										0						4	8	15	26	52	728
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	10	2	29	4	57	1	14	0	0	757	10	29	57	14	0	757	23	36	40	14	10	753
B. good	48	2	6	16	47	11	32	5	15	741	49	6	46	31	17	740	47	11	45	28	16	743
C. fair	41	0	0	9	31	10	34	10	34	733	40	0	31	34	34	733	25	3	28	38	31	734
D. poor	1	0	0	0	0	0	0	1	100	704	1	0	0	0	100	704	5	1	17	37	45	728
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	33	3	13	7	30	8	35	5	22	740	34	13	29	33	25	738	41	8	37	32	23	739
B. about the same as my regular schoolwork	59	1	2	20	49	11	27	9	22	739	58	2	49	27	22	739	49	15	41	26	18	743
C. easier than my regular schoolwork	9	0	0	2	33	2	33	2	33	732	8	0	33	33	33	732	9	41	31	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	66	3	7	19	41	15	33	9	20	740	65	7	41	33	20	740	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	33	1	4	9	39	6	26	7	30	737	34	4	38	25	33	736	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	1	100	0	0	740	1	0	0	100	0	740	5	11	25	28	36	735
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	1	33	2	67	0	0	739	6	0	25	50	25	729	9	12	37	28	23	740
B. two or three days a week	1	0	0	0	0	0	0	1	100	708	1	0	0	0	100	708	21	13	39	28	19	742
C. two or three times each month	61	3	7	17	40	15	35	8	19	740	61	7	40	35	19	740	39	17	40	27	16	745
D. never	33	1	4	11	48	5	22	6	26	739	32	4	48	22	26	739	31	13	35	28	24	740
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	59	3	7	15	36	15	36	9	21	739	58	7	36	36	21	739	19	18	37	25	20	743
B. Calculators are used once or twice a week.	32	0	0	11	48	6	26	6	26	737	33	0	46	25	29	736	37	15	38	29	19	742
C. Calculators are used once or twice a month.	4	1	33	2	67	0	0	0	0	757	4	33	67	0	0	757	20	13	42	27	18	743
D. Calculators are rarely or never used.	4	0	0	1	33	1	33	1	33	733	4	0	33	33	33	733	24	13	37	29	22	741
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	0	0	3	43	4	57	0	0	738	10	0	43	57	0	738	9	10	32	30	28	737
B. 30–45 minutes	48	2	6	17	50	7	21	8	24	740	49	6	49	20	26	739	43	14	37	29	21	742
C. 45–60 minutes	41	2	7	9	31	11	38	7	24	739	40	7	31	38	24	739	37	17	41	26	17	744
D. more than 60 minutes	1	0	0	0	0	0	0	1	100	700	1	0	0	0	100	700	11	13	41	27	20	742
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											